DOCUMENT RESUME

ED 130 697 JC 760 577

AUTHOR Casey, John W.
TITLE The Role and Scope of the Community College--New Directions.
PUB DATE Sep 76
NOTE 10p.

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS *College Role; Community Colleges; Educational Alternatives; *Educational Trends; *Junior Colleges; Objectives; School Community Relationship; Student Recruitment; Teaching Quality

ABSTRACT

New trends and directions for the community college are identified in this paper. New directions in governance include less local control and more state and federal restrictions, coupled with greater demands for time as a consequence of increasing complexity. The stature of the community college must be further enhanced, by continuing to pursue excellence in teaching and by helping students to exceed their own expectations. In light of the current fiscal situation, it may be necessary to review and redefine institutional goals, and to consider alternative instructional techniques, media, and personnel. Additionally, open entry/exit courses should be facilitated. More significant applications of the community college's resources to community problems and opportunities should be attempted and achieved. Active and aggressive recruitment of all potential students should be pursued through advertising and other methods. Community colleges, born in the dynamism of rapid change, need to maintain their role of leadership in society. A continuing effort should be made to touch as many lives as possible in a meaningful way. (Author/JDS)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED130697

THE ROLE AND SCOPE OF THE COMMUNITY COLLEGE - NEW DIRECTIONS

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

John W. Casey
President
Fullerton College
September, 1976

So much has been said and so much has been written about the American community college system that a first inclination is to question the value of one more paper on the subject. A closer analysis, however, reveals that we do not have a system, but several systems, and that some of the institutions and systems would strain the definition of the term. Roles and scopes are as varied as the institutions. There are no twins in this family. While there may be family resemblances, each is a distinct entity, having been sired by the settings that surround it and incubated by the heat and controversy of the needs of postsecondary education.

On the other hand, this topic has a perennial attraction and could be on the program every year; the contents would always be different because of the dynamism of the movement. New paths today are established routes tomorrow. This segment of higher education seems to cling to the leading edge of change.

An awareness of the critical role of the community college has been on the ascendancy for several years. Now that it has reached the crescendo stage, we should stop long enough to see where we are going -- since, in all probability we will get there!

DIRECTIONS IN GOVERNANCE

Fortunately for the community colleges, trustees are taking an increasingly active role in their institutions. The AACCT is a good example of this new spirit

JC 760 577

of enthusiasm that prevails. There are representatives at this convention from the varied systems of governance throughout the continent. In our discussions with each other we will discuss the pros and cons of specific types of governing boards. In the ultimate analysis we would probably all concede that the powers that do now exist, or have existed, by governing boards are being eroded or challenged by higher levels of government.

The critical factor in the governance of education at all levels -- and we never really want to admit this -- is that the major determinant of thrust and direction is the economic interest of the nation or the state. Stating it another way, colleges are asked to mobilize for more services during economic upswings and to demobilize during economic droughts. Trustees, in a valiant effort to respond to the students' needs, seek ways to strike a balance in the fluctuations between famine and plenty. When money is tighter, allocations from the state governments are more carefully scrutinized. Controls increase and apportionments are forced through the sieve one more time.

What are the new directions for governance? Briefly they include:

1. Less local control.
2. More state and federal restrictions.
3. Greater concern over liabilities and litigations.
4. More paper work.
5. Greater demands for more time because of increased complexities.

STATURE

The day of the "high school with ash trays" is dead. I expect that there are many two-year institutions that have not yet placed a premium on excellence, but there are many who turn out a human product that is as fine as those produced in any educational setting in America. They have, for one thing, been taught by true teachers

--teachers who care and teachers who want above everything else just to teach. When you find that kind of love of learning it's contagious and saleable. The educational community in my state has found cut that it may well be better for any student to go to a community college before he goes to a university. And when the reports come back indicating the success patterns of our transfers, we don't shift from from one foot to the other wondering about the outcome. Our students give us high marks and these people now surround us in our communities to tell the community college story.

We gain stature when we do what we are supposed to be doing and do it well. The community colleges have never been imitators. Rather they have forged ahead on the educational frontiers, doing things that leave our four year brethren a little breathless. We don't have to be authors and researchers -- although some of our people are increasingly adept in these areas -- to gain stature. We just need to keep pushing the quality line higher and higher. We do that by taking the students we have and helping them to exceed even their own expectations. We must have the same qualities of excellence found in any of the other segments of higher education, although I am not espousing the same methods to acquire superiority.

GOALS

Perhaps the most fluid aspect of the community college system has been its goal orientation. While this has been one of its greatest assets, it has the potential for being its Achilles heel.

Education has been called upon to do more and more and along with it has come the concurrent outcry from the populace that it is not being done well. The scope of educational expectations has broadened through the years as the former respon-

sibilities of homes and businesses have been transferred to the colleges. With a diminishing dollar supply and a concomitant inflation spiral, it may be necessary to again examine what it is that we wish to do, or need to do.

FUNDING

In all probability the funds that have been pumped into education will lessen. High administrative costs are already being scrutinized on the West Coast. The tax burden of free or low cost education, along with all the other costs of a society that is increasingly public-service oriented, has the American taxpayer on the verge of revolt. Soaring costs in capital construction and services place the community colleges in the dilemma of increasing enrollment and demands for services and a declining financial base from which to work. Assistance from the national level in Veteran's programs and Grants outlays are already in jeopardy or soon will be.

It is my belief that the rising costs of education will encourage governmental agencies to seek other methods of achieving their goals. To do our job better, at a lesser cost and possibly using alternate funding, we might do well to consider the following:

Seek alternate ways to handle students through

ETV classes

Newspaper classes

Correspondence classes

Community services classes

Short courses, using "free" personnel

Increase class size where educationally sound

Maintain open entry/open exit system to operate a "full house"

Reduction of non-instructional expenses (capital, entertainment, operational

Streamline management hierarchy

Use non-teaching staff as much as possible

Eliminate obsolete courses --

Re-evaluate the actual need of high-cost programs

Contract with persons to do a function rather than giving released time

OUTREACH

Already the community colleges in the United States and Canada have

offered college and university parallel courses

offered vocational and technical programs

devised programs to assist the disabled

developed programs for the gifted

served the needs of the mentally retarded

catered to the veterans

opened up new vistas for senior citizens

provided retraining for thousands of people

recruited and educated persons who would never have developed

to their full potential

assembled community service programs that place opportunities for enjoyment of recreation, education and culture that stagger the imagination.

Now where!

Let me site our own institution as an example:

We underwrite and support a community museum and serve as the coordinating agent for all the museums in our district.

We took a leadership role in bringing into reality a Marine Studies Institute on county property by putting together a consortium composed

of four community college districts, the county schools system, and the county Board of Supervisors. It is projected that a quarter million persons per year will profit from this project annually.

We are working with the surrounding municipalities in the upgrading of blighted areas through the usage of our Constructional Technology classes.

We are attenpting to offer guidance and direction to our several communities through the development of an Urban Studies Institute.

We are entering into an agreement with one of the neighboring cities in the development of a planetarium/observatory complex.

Local programming of cable TV is being handled by our staff and students.

Through a joint sponsorship of a radio station, we offer broadcasting of local events that benefit both the college and the community.

We sponsor an Artist-in-Residence of ultra high quality, permitting our students and community to study under one of the great figures in the world of art. We plan to expand this into several other areas.

Twenty percent of our students now take classes in the Satellite Centers. Expensive construction will be curtailed and existing facilities will be used to provide classroom space.

These are the things we are working on right now and do not include the many new avenues that have been opened in recent years.

TEACHING

One needs to observe what direction the pendulum is swinging to make predictions here. It is my belief that we will place a greater emphasis on quality, reinstate traditional grading in many courses but simultaneously

offer more open-entry/open-exit classes

offer more exploratory classes with credit/no-credit grading

offer more seminar-type courses

offer more short courses

offer more workshops

employ more "experts" in the field on a short-term basis.

We will continue to place a high premium on quality teaching. We will maintain our enviable position that this is "where the teaching is."

RECRUITMENT

What a California budget analyst calls "educational merchandising", we will probably promote! We will seek to sell our product through the media, person-to-person recruiting and through various incentive programs. There will be more competition for students. The one problem that is far more severe than having a crowded classroom is having one that has too few to justify continuation of the class.

I have some suggestions:

1. Create the atmosphere of "wanting" students, especially in the Admissions Office
2. Emphasize the mission of the community college
    a. College and university parallel
    b. Counseling
    c. Terminal degree
    d. Salvage function
    e. Continuing education

3. Recruit (personally) top students
    a. Music
    b. Theatre
    c. Athletics
    d. Pre-professional
    e. Health-related areas
4. Send out newspaper tabloid class schedule (we sent out 176,000 copies)
5. Advertise on billboards
6. Use the area newspapers
7. Have special "information" telephone lines
8. Establish "Satellite Centers"
9. Meet where the potential students are
10. Offer classes that the community wants, not what the staff wishes to teach
11. Establish a "Speakers Bureau": get your staff before the public
12. Employ a public information officer
13. Put on programs before schools and groups in the community
14. Stress:
    a. Excellence
    b. Helpfulness
    c. "Teaching Teachers"
    d. Helpful counselors
15. Continually build up your staff to the community.
16. Include recruitment materials in utility bill envelopes
17. Provide information for
    a. High school students
    b. Senior citizens residences
    c. Large industries
    d. Churches

18. Check county for demographic maps to aid in planning location of classes and types of classes.

19. Work with local transit districts to assist in transporting students.

20. Open all avenues for suggestions.

Summary

We should not be doing what other segments of postsecondary education can do—and do better. We should not be doing what other agencies can do more economically. We need not do that which is neither educationally nor community oriented.

We should maintain a continuing effort to touch as many lives as possible in meaningful ways. We have the flexibility, and above all, the will to bring needed changes in postsecondary education.

We need to guard against every movement toward fossilization; community colleges, born in the dynamism of rapid change need to maintain their role of leadership in a society that is not quite sure of its ultimate direction.

After having provided new hope for untold millions, the community colleges are now an established fact. A truly American innovation, the community college concept is now being exported to the rest of the world. It is our privilege to be a part of it during its most dynamic period of change and growth.

UNIVERSITY OF CALIF.
LOS ANGELES

DEC 3 1976

CLEARINGHOUSE FOR
JUNIOR COLLEGES